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ABSTRACT

Service learning, curriculum-linked community service, has proved remarkably effective in igniting students' desire to learn. In 1997, the Wisconsin Partnership in Service Learning was initiated as a cross-disciplinary, cross-institutional endeavor. Supported by a grant from Learn and Serve America, the partnership created a network throughout Wisconsin of educators from universities, community and technical colleges, and K-12 public school systems. Though the program was initiated from university campuses, leaders reached out to include educators at all levels. This report discusses the partnership and its benefits; describes its many and varied projects (such as middle school students creating a vegetable garden/food pantry project with help from technical college students, and elementary students starting a student newspaper with help from University of Wisconsin Milwaukee journalism students); and considers some of the contributions of the six Wisconsin state universities (UW Green Bay, UW Milwaukee, UW River Falls, UW Stout, UW Superior, and UW Whitewater) that joined the partnership. (NKA)

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A Statewide Service Learning Network Ignites Teachers and Students.

by Florence Monsour

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A Statewide Service Learning Network Ignites Teachers and Students

By Florence Monsour

Education is not the filling of a pail, but the lighting of a fire.
–William Butler Yeats

A new teaching methodology can be daunting to embrace. For that reason, educators may be surprised to find that by doing so, they may not only develop professionally, but actually lighten their load. Service learning, curriculum-linked community service, has proved remarkably effective in igniting students' desire to learn. At the same time, service learning projects offer a new methodology that can bring educators together with other educators who might not otherwise cross paths.

In 1997, The Wisconsin Partnership in Service Learning was initiated as a cross-disciplinary, cross-institutional endeavor. Supported by a grant from Learn and Serve America, the Partnership created a network throughout Wisconsin of educators from universities, community and technical colleges, and K-12 public school systems. Though the program was initiated from the university campuses, leaders on each campus reached out to include educators at two year community and technical colleges and at K-12 districts and schools, broaching boundaries rarely crossed to create new relationships and a new arena of cooperation.

The results, both in numbers and in reports from the field, have been remarkable. The service learning approach, particularly when practiced in teams, seems to allow the love of learning to catch fire for everyone involved.

What made the educators involved enthusiastic, beyond the obvious benefits to students, is the opportunity to team up with other educators and with community leaders in unique ways. Service learning, in its very nature, tends to knock down walls. As students grabbed on to subject matter in a fresh way, solving community needs while putting into practice the math or science or communications skills they were learning, teachers and professors rediscovered their own enthusiasm for their chosen field of study.

From the urban campus at UW-Milwaukee to the small UW-Superior campus on the shores of Lake Superior, six university campus partners joined the program and remained active throughout the four-year period of the project.

Initial goals were modest. At each Partnership site, an advisory team was to be established, training deployed, and mentorship provided to train a projected 3-5 faculty members per site and integrate service learning in 1-2 courses. By the end of the grant period, each partner was expected to explore extending service learning activities to a two year college and/or K-12 district or school.

Projected benefits were many: a larger support system for service learning leaders and for students undertaking to learn and to increase their sense of civic responsibility in this unique way, a wider pool of resources for service learning projects, and a more comprehensive system for matching community needs with students ready to undertake service learning. Such infrastructure also seemed likely to support follow-through, supervision, and the building of statewide expertise in service learning.

Built into the challenge was the need to agree on a common definition of service learning and to create a direct relationship between service and the academic curriculum. The Partnership defined service learning as community service linked to classroom curricula: genuine service linked with structured learning, and including reflection and evaluation.

Partnership facilitators unified but did not overmanage the program, early establishing a pattern of training leaders and expecting those leaders to train others in continual outreach. Each of the six Partnership sites developed an interdisciplinary service learning implementation team, provided service learning faculty awareness initiatives and in-services to create awareness, and steered progress in the development and integration of service learning in academic work and student organizations.

The Partnership Succeeded Because Each Site Fulfilled The Following Requirements:

- Participated in grant-led training
- Established an on-campus advisory group or implementation team
- Collected and published the results of a community-wide survey of community services
- Provided in-service, passing on the training
- Participated in all grant-provided workshops

Projects were many and varied:

- In Green Bay, K-12 students in a "Seeds for Service" grant program formed groups, wrote proposals, and with the support of grant funds, carried out projects: notably a quilt project that brought teens and seniors together and a mural project for a hospital.

- In the River Falls area, middle school students joined with technical college students to create a vegetable garden/food pantry project. Middle school students plotted, prepared, planted and grew a garden for their local food pantry, tying learning to math, reading, and science courses. Wisconsin Indianhead Technical College provided gardening and cooking classes. Processing the food for the local food pantry reinforced lessons in Chemistry. Also in River Falls, university student cartographers, working with K-12 teachers and students, created huge maps for K-12 playgrounds: maps of the world, of the US and of Wisconsin.

- An intergenerational effort brought UW-Stout students together with younger children and their parents for a day and a half work crew on a service tasklist identified by the Girl Scouts.

- UW-Milwaukee student newspaper journalists worked with elementary school students and teachers to start a student newspaper. University students gave workshops on identifying stories, interviewing for stories and writing stories to

elementary students, who also visited campus to tour the University student newspaper offices and then the Milwaukee Journal.

- Numerous tutoring and mentoring programs brought university and high school students to work with younger students, assisted by parents and community volunteers. For example, UW-Superior students developed and expanded mentor relationships with high-risk youth in three local elementary schools. And Chippewa Valley Technical College teachers trained UW-Stout students to be English Language tutors and matched these tutors with ESL students in elementary schools at night.

- Chippewa Valley Technical College Students in Police Science created a mentoring program reaching out to foster children and to nursing home residents, serving the needs of the children and the seniors while giving the technical college students an expanded awareness of the people they will serve as future police officers.

- Milwaukee area high school teachers and students were trained in the Adaptive Success Identity Plan, a program developed by a UW-Milwaukee professor to improve study habits and learning retention. The high school students served as peer counselors for this program.

- International Marketing students at Wisconsin Indianhead Technical College set up a community conference on international marketing, using interactive TV, and invited community members and high school teachers to join the discussion.

- Milwaukee Area Technical College students in Baking Production assisted middle and junior high school students to start a cookie club, demonstrating mixing and baking of cookies and providing career information.

(See addendum for complete details on the achievements of each Partnership site, including numbers and quotes from participants.)

Student pride, effort and commitment highlighted these projects. A teacher from Cascade Elementary in Plymouth, Wisconsin had this to say: "The students were hard working, enthusiastic and committed to seeing the project through to its completion. They were willing to give up recesses and free time during the school year to work on the planning stage and volunteered after school and during summer school to continue the implementation." A teacher from Washington High School in Two Rivers, Wisconsin noted that "students felt such pride in being able to help others." And at Plymouth High School, a teacher commented: "It was so wonderful to see the students truly involved…The maturity and growth was evident as they spoke about what they had learned."

The results of the project greatly exceeded the goals, both in numbers and in benefits. In total, more than four hundred (400) faculty were trained, more than one hundred fifty (150) courses with a service learning component were offered and thousands of students participated on every level, from university to kindergarten.

For students, both the learning and renewed enthusiasm for learning which have resulted have been so impressive that educators involved in this unique methodology have built what

amounts to a service learning movement. Research on benefits to students has reliably shown not only academic gains, but gains in personal efficacy. The most recent national evaluation of Learn and Service America school and community-based programs, for instance, shows multiple benefits to participating students: higher grades, less absenteeism, and increased initiative and self esteem. Of fifty participating University students surveyed, 82% of students involved reported improved self-confidence; 88% reported a sense of personal achievement and an increase in occupational skills; 90% reported greater ability to learn independently; and 96% reported a greater insight into personal strengths and weaknesses as well as a more positive attitude toward community involvement.

New relationships brought excitement and synergy. Expanding beyond textbook teaching, educators gained renewed confidence in their ability to make a difference with kids, while fostering initiative, finding new ways to help kids work effectively in groups and helping kids draw the full measure of learning by taking a pause to reflect, individually and together, on what was learned, on how the community was served, and on what it means to be of service.

The walls of the nursing home, the parks department, fire department, police department, the hospital and the shelter became transparent as teams of teachers and community leaders together helped students apply classroom knowledge and accomplish real goals. For all, the experience seemed to lead to a more a deeply felt sense of belonging to the community and to a rediscovery of the reasons why human beings not only need to learn, but find in learning great excitement and fulfillment.

Addendum: *Results of the Wisconsin Partnership, Site by Site*

University of Wisconsin – Green Bay

Located on the northeast edge of the city of Green Bay (metro pop. 250,000) Student enrollment: 5,598. Faculty: 172 full time, 129 part time.

FACT BOX	
Faculty and staff trained in service learning	67
Service learning events sponsored	21
Courses with a service learning component	16
Students involved in service learning	3200

Because the University of Wisconsin – Green Bay has a strong commitment to teacher education and to educating aspiring teachers in community service, the Wisconsin Partnership made an obvious fit. An advisory committee consisting of five staff and three faculty was convened and initiated staff and faculty training in service learning. As a result of the Partnership, student organizations increased their volunteer efforts, creating community service activities with the Boys and Girls Club, the Aging Resource Center, the Red Cross, Curative Rehabilitation, Highway Clean-ups and homeless shelters. Book drives, crafts sales and fund drives raised money for the Brown County Mental Health Center, the Arthritis Foundation, and for needy children.

When approached about the Wisconsin Partnership goals, community agencies in Green Bay showed some anxiety about being overwhelmed by demands for service opportunities for students at all levels. Not only was the Wisconsin Partnership seeking to expand service learning there, but the local K-12 schools had recently added a twenty hour community service requirement as prerequisite for gaining a high school diploma. A campus dialogue, "Creating Partnerships", brought forty (40) leaders from community agencies, together with fifteen (15) University students, faculty and staff for roundtable discussion of the challenges and opportunities inherent in greater student involvement in community service. Together, participants defined the meaning of community service and explored the impact on individuals and organizations of student involvement. Roles, needs and next steps were clarified at this watershed event.

University team members reached out to a local two-year college, the University of Wisconsin – Sheboygan and to Cooperative Educational Services Agency (CESA) #7, which serves local K-12 schools. Though high staff turnover at the University of Wisconsin – Sheboygan impeded progress, a connection with CESA #7 flourished through shared training, brainstorming, and problem solving. CESA #7 made a particular effort to foster student ownership through their "Seeds for Service" grant program, which allowed K-12 students to initiate their own service projects by forming groups, writing proposals, and with the support of grant funds, carrying out the projects, notably a quilt project that brought teens and seniors together and a mural project for a hospital.

Partnership accomplishments also included a national video teleconference on service learning, "Linking Citizenship and Scholarship", featuring national experts. University and CESA #7 partners also collaborated to co-host a service learning conference, providing training sessions to fifty-four (54) K-12 educators, who gained continuing education credit as well as knowledge of service learning.

An indication of ongoing commitment to service learning at the University of Wisconsin – Green Bay shows in service learning mini-communities. These communities began in academic year 2000-2001 in the residence halls, with three (3) faculty coordinators, three (3) student coordinators and eighteen (18) students participating. A new learning experience initiative now includes a citizenship component and service projects have been included in Freshman Orientation for the past two years.

What K-12 Participants Said About Partnership Projects

"The students involved were hard working, enthusiastic and committed to seeing it (the project) through to its completion. They were willing to give up recesses and free time during the school year to work on the planning stage, and volunteered after school and during summer school to continue the implementation. The students were positive role models for younger students and demonstrated a true willingness to help improve their community." *Cascade Elementary – Plymouth, WI*

"The students felt pride in being able to help others. We sent 600 pounds of books to the Philippines." *Washington High School –Two Rivers, WI*

"Watching the students plant (flowers), it was evident how much they enjoyed the opportunity to beautify the zoo entrance. The comments they made on the service forms indicated the value of sponsoring such grants." *Wilson Jr. High – Manitowoc, WI*

"Our first youth service reception can most certainly be described as successful. It was so wonderful to see the students truly involved in promoting and sharing this program with others.... The biggest impact was made when the students took turns sharing their experiences. The maturity and growth was evident as they spoke about what they had learned and hope to take with them from their volunteer experiences." *Plymouth High School – Plymouth, WI*

Addendum: *Results of the Wisconsin Partnership, Site by Site*

University of Wisconsin – Milwaukee

Located in Milwaukee, the largest city in Wisconsin, with a population of more than half a million, on the banks of Lake Michigan in east central Wisconsin. Student enrollment: 23,000 Academic Staff: 780.

"It's about trust, about building connections. Work with faculty to try and get them to be open to the idea. Connect with the community agencies in such a way that trust is promoted, and allow these agencies the space to define an outlook and identify needs."
—Dean Pribbenow, Founding Director, UW-Milwaukee Institute for Service learning

FACT BOX	
Faculty trained in service learning	100
Service learning events sponsored	25
Courses with a service learning component	40
Students involved in service learning	800

A model campus for the Wisconsin Partnership, the University of Wisconsin – Milwaukee has achieved remarkable results in establishing service learning as an ongoing part of academic life on its campus. Its newly-established Institute for Service learning, seems likely to become a national model for implementing service learning in an urban setting.

At University of Wisconsin – Milwaukee, the Wisconsin Partnership arrived at the right moment. Pre-existing commitment and staff leadership in service learning coincided with the appointment of a new chancellor with an outlook that matched. Chancellor Nancy L. Zimpher announced an agenda, *The Milwaukee Idea*, focused on reclaiming the University's urban mission to engage with the community while educating students. A combination of grassroots growth through interested professors, staff, teachers and students, and strong commitment from top administration poised the Partnership in Milwaukee to spring forward.

The Partnership team consisting of two faculty members, two academic advisors and three administrative staff kicked off the program. The team set about to identify others to join them to create a task force of twelve to foster service learning at UW-Milwaukee. With the help of the grant funds, the task force surveyed the university faculty to assess

what they knew about service learning and to elicit interest. The task force identified a small, enthusiastic group of faculty already engaged with the idea of service learning, and set about to promote this group and to make known their accomplishments. Three outside experts presented speeches and workshops to serve this group and established a resource library of books and videos for them.

An additional University of Wisconsin grant allowed the Partnership to recruit sixteen faculty members for a fellowship program in service learning. This program began with a daylong workshop, followed by service in the community and then implementation of service learning in courses the faculty were teaching. A midyear workshop allowed these service learning fellows to report their successes and then, as part of the experience, to include other faculty members.

This inclusion created a second generation of faculty members trained in service learning. This second group, if skeptical at the start, discovered by trying service learning how this approach engages students and student enthusiasm. At least half of this second group, once they'd implemented service learning in a single course, implemented it in a second course because of its success with students. Numbers of courses containing a formal service learning component rose dramatically: 10 such courses were offered in the spring of 2000; the number doubled to 22 in the fall of 2000, and has increased to 25 in the spring 2001.

By its third year, the campus established the Institute for Service learning, staffed by a full time service learning specialist. Information about the program, service learning courses and faculty, and relevant resources are accessible via Internet (www.uwm.edu/Dept/ISL).

A strong connection with Milwaukee Area Technical College spawned mini-grant projects that developed curriculum and provided services to Donated Dental Services of Wisconsin, (dental crowns to patients without lab charges), to a used-clothing store

serving and employing the mentally ill, and to the Wisconsin Association for the Deaf, for whom students provided sign language interpreting services.

Although the local CESAs did not get involved in the Partnership, the task force was able to connect with two elementary schools via service projects that were already going on in their buildings. At one elementary school, University student newspaper journalists worked with students and teachers to start a student newsletter. University students gave workshops on identifying stories, interviewing for stories and writing stories to elementary students, who also visited campus to tour the University student newspaper offices and then the offices of the Milwaukee Journal. At the other elementary school, a tutoring program brought University students to serve as tutors, along with parents and community volunteers.

At one high school, teachers and students were trained in the Adaptive Success Identity Plan, a program to improve study habits and learning retention, developed by a UW-Milwaukee Professor. The Partnership supported leadership training for high school students who served as peer counselors for this program.

Perhaps the most significant achievement of the Partnership at Milwaukee has been the conscious development of infrastructure to sustain the effort. Having gained the vocal support of the new chancellor and integrated service learning goals into her larger vision for change at the University, service learning leaders at UW-Milwaukee built on the successes of a small group of informed faculty and increased their numbers by vigorous communication via word of mouth, newsletter, newspaper and TV. As a remarkable indication of a sustained effort, the new Chancellor has committed $83,000 to the ongoing support of service learning at the University of Wisconsin – Milwaukee.

Addendum: *Results of the Wisconsin Partnership, Site by Site*

University of Wisconsin – River Falls

Located in the town of River Falls (pop. 10,600) in the St. Croix River Valley on the west-central border of Wisconsin, 30 miles east of Minneapolis/St. Paul Minnesota
Student population: 5,800. Academic faculty and staff: 550.

FACT BOX	
Faculty, staff and administrators trained in service learning	60
Service learning events sponsored	72
Courses with a service learning component	30
Students involved in service learning	4,450

Because coordination of the Wisconsin Partnership was based at the University of Wisconsin – River Falls, the Partnership there has been particularly coherent in addressing and meeting goals, and also communicating the Partnership's achievements to the national service learning network. The River Falls Partnership program may also be considered the outstanding site for integrating service learning across the academic curriculum, as detailed below.

An advisory committee consisting of one administrative staffer, four faculty members and two students kicked off the program, providing training for eight (8) faculty, students and staff the first year, and in the second year, providing daylong training as an option for Faculty Development Day. This training served a prerequisite for mini-grant qualification, and each semester since, five to seven (5-7) faculty members have applied for mini-grants to support service learning integration into courses spanning the academic curriculum. Every year after the first year, the Partnership at River Falls also sponsored a service learning awards day.

Service learning coursework included Service learning was integrated into courses in environmental studies, parliamentary studies, psychology, fine arts, geography, plant and earth sciences, education, speech communication and theater arts, social work, counseling, communications, leadership and electronic media copy writing. For example, in electronic media courses, students wrote public service announcements for

agencies in the community. From cartography classes, students created huge maps for K-12 playgrounds: maps of the world, of the United States and of the state of Wisconsin. (see photos) A project in the department of social work brought students to interact with legislators about social welfare policy. In addition, a freshman orientation program called "The Common Experience" introduced over sixteen hundred (1600) freshman to community service over a two year period, while delivering needed service to dozens of local agencies and organizations during Freshman Orientation week.

In a variation on the pattern elsewhere in the Partnership, the University of Wisconsin – River Falls' two-year partner, Wisconsin Indianhead Technical College (WITC), initiated a request for training from the Partnership, and extended this training not only to the local technical college campus, but to all four campuses in the WITC system. In addition, for all four years, the University of Wisconsin – River Falls faculty have made presentations on service learning at national and state conferences.

K-12 schools in Cooperative Educational Services Area (CESA) 11, also partnered with River Falls and through mini-grants, carried out a vigorous service learning program in K-12 schools. Thirty-three (33) elementary school students, thirty-five (35) middle school students, and nineteen (19) high school students participated in the projects. Three (3) teachers were trained in service learning. A butterfly garden, developed by 2nd graders researched and raised butterflies and plants that would attract them. A garden – food pantry project joined middle school students with technical college students. Middle school students plotted, prepared, planted and grew a garden for their local food pantry, tying learning with math, reading, and science courses. Processing the food for the local food pantry reinforced lessons in Chemistry. Wisconsin Indianhead Technical College provided gardening and cooking classes. The project was so successful that it has become an annual undertaking.

As for signs of sustainability beyond the years of the grant, service learning leaders at the University of Wisconsin – River Falls have recently gained approval from top administration for a permanent line item in the budget to support service learning.

Addendum: *Results of the Wisconsin Partnership, Site by Site*

Although the current amount budgeted is modest ($9000) it assures ongoing faculty mini-grants and awards and training for staff and students. The success at the University of Wisconsin – River Falls in expanding service learning across the academic curriculum also points to long-term sustainability: the wide variety of students experiencing the benefits of this method of learning has raised awareness and demand for more.

Addendum: *Results of the Wisconsin Partnership, Site by Site*

University of Wisconsin – Stout

Located in the city of Menomonie (population 14,000) in west central Wisconsin, 60 miles from Minneapolis/St. Paul, Minnesota. Student enrollment: 7,700. Teaching faculty and staff: 394.

FACT BOX	
Faculty trained in service learning through Partnership grant	10
Grant sponsored service learning events	22
Grant initiated courses with a service learning component	6
Students involved in service learning through grant activities	Approximately 1750

The Partnership at the University of Wisconsin – Stout has as its outstanding achievement the creation of a new major in Service Management, a program major that trains service managers for both non-profit and for-profit organizations. The Partnership helped develop the program major by providing travel for faculty to service learning conferences and symposia, purchasing resources and texts to support academic research for course development, direct contribution to course development, testimony to the Faculty Senate to support course proposals, and ongoing presentations on service learning in classes within the program major.

What Students Say About the New Service Management Major:

The Service Management Major is so special because not only does it help with the chances of being a great manager but also teaches us how to take care of people.

The Service Management Major is directly related to the shift in corporate cultures moving back to people instead of product.

The University of Wisconsin – Stout has a tradition of "hands-on, minds on" applied learning. Partnership aims fit naturally there, and in the course of the grant years, a great number of faculty (22-40) implemented service learning in their courses informally, with or without grant influence. Prior to the Partnership at the University of Wisconsin – Stout, a strong student volunteer program, Stoutreach, also provided a foundation upon which to build service learning. Because this program had no tie to formal curriculum,

the Partnership advisory committee, consisting of four faculty, two students and two staff members committee approached faculty members whose courses might be amenable to a service learning component. The aim was to build a powerful bridge from the volunteer organization to the classroom.

Ten (10) faculty members were trained in service learning via the grant, and six (6) new courses integrated service learning. By the fourth year of the Partnership, mini-grant projects developed service learning sites for Organizational Management and Organizational Leadership classes and for Independent Study in the Women's Studies program.

The University of Wisconsin – Stout connected with Chippewa Valley Technical College, which organized an all-school in-service for faculty and staff, and implemented service learning in leadership classes, business classes with disabled individuals, a family literacy program, and a speaker's bureau for minority students. Its K-12 partners, Cooperative Educational Services Area (CESA) 10, used mini-grants to convert community service projects into true service learning tied to classroom curricula. An innovative project with the Girl Scouts of Indian Waters Council brings University students and academic staff twice a year to attend an overnight service function at a girl scout camp. This intergenerational effort connects University students with boy scouts and girl scouts and their parents, working together for a day and a half on a service task list identified by the Girl Scouts.

Because the University of Wisconsin – Stout went into the Partnership already committed to "hands on, minds on" applied learning, there's little doubt about the sustainability of service learning there. In concrete terms, the University of Wisconsin – Stout has established a half-time service learning coordinator year-round, housed in student services and paid for by student fees.

Addendum: *Results of the Wisconsin Partnership, Site by Site*

University of Wisconsin – Superior

Located at the western tip of Lake Superior in northern Wisconsin, in the town of Superior, just across the river from Duluth, Minnesota (metro populations) Student enrollment: 27,000. Faculty: 106 full-time, 2 part-time.

FACT BOX	
Faculty trained in service learning	10
Service learning events sponsored	23
Courses with a service learning component	4
Independent study service learning projects initiated by students	35
Students involved in service learning	250

Unique in the Wisconsin Partnership, the effort at the University of Wisconsin – Superior has been student-led. Resistance from faculty to involvement with service learning, while an obvious drawback, has also resulted in development of remarkable student leadership and unusual opportunities for students to teach what they've learned.

At the outset, a steering committee was formed consisting of the Dean of Students, the Assistant to the Dean, two additional staff members, four professors, and three students, representing a variety of departments including Teacher Education, Social Work, History, and Multicultural Affairs. Staff and faculty reported a shortage of time to devote to the Partnership and no faculty attended the initial service learning orientation. This setback fueled the students involved to lead an effort to inform the campus community at large about service learning and the Partnership. Twenty students were trained and made subsequent presentations to the faculty senate and to the Dean of Education. A Campus Volunteer Center was established in the student center as a clearing house for service projects. Staff positions at the center now include a half time service learning and half time student services coordinator position. In its second year of existence, the Campus Volunteer Group was recognized by the University as Outstanding Student Organization.

In the four years of the Partnership, ten faculty eventually received training in service learning and implemented service learning components in four existing courses. In

addition, thirty-five (35) students developed independent service learning projects, connected with coursework, and advised by the Partnership steering committee.

To connect with community partners, University student leaders taught service learning methodology to staff, faculty and students at the Superior branch of Wisconsin Indianhead Technical College, and also developed and expanded mentor relationships with high risk youth in three local elementary schools. These University student leaders speak with particular eloquence and ownership about service learning as an endeavor.

Quotes from Participants

"The opportunities given to me through the Service learning Partnership have not only changed my life greatly, but have given me the chance to reach out and help people who need it badly. I have developed skills as a student leader that have changed my life."
—Jeff Gasele, Class of 2003

"Being in the Campus Volunteer Group has helped me to know the community better. By being the Mentor/Mentee coordinator, working with the mentors and teachers, I've gained the opportunity to organize and produce a project that has benefited the mentors but more importantly the children of the community."
—Carissa A. Rocheleau, Class of 2002

"The Service learning Partnership has given me the opportunity to develop my strengths: meet new people, become more responsible and gain the ability to deal with the unexpected. I have taken leadership positions with other groups, and trust that service learning experience will help me in my endeavor to become a teacher."
—Andrea Schwartz, Class of 2002

"Service learning projects have allowed me to become a better leader by being involved in the planning and set-up of events. It has also helped me learn to work in groups more effectively. We are a group that welcomes new ideas and encourages new people to engage in executing these ideas." *—April Patterson, Class of 2002*

"I take tremendous pride in my position as lead student for service learning. It has been a very unusual opportunity to develop as a leader. Service learning motivates students, not just because the teacher says so, but because we can make a difference.
—Scott Raaflaub, Class of 2002
Lead Student for Service learning

Addendum: *Results of the Wisconsin Partnership, Site by Site*

Service experiences have included, besides youth mentoring, Alternative Break trips whereby students provide community service during school breaks and the "Campus Wide, Campus Pride" program, which keeps campus grounds clean. University students have shared skills such as dance with younger students, and have also invited students from high schools and middle schools to shadow university students for a day.

Although the effort to build long-term academic faculty support for service learning has not yet met with wide success, the extraordinarily strong and sustained student leadership of the effort points to the likelihood of ongoing demand from students for service learning opportunities. Students from Superior have made connections through the Partnership with other students in the University of Wisconsin system to share ideas and resources. The Campus Volunteer Group established its eligibility for funding and the funding continues to grow.

Addendum: *Results of the Wisconsin Partnership, Site by Site*

University of Wisconsin – Whitewater

Located in the town of Whitewater (pop. 12,000) in south-central Wisconsin, midway between Madison and Milwaukee. Student population: 10,600. Faculty and staff: 1,200.

FACT BOX	
Faculty trained in service learning	140
Service learning events sponsored	16
Courses with a service learning component	14
Students involved in service learning	4,092

The University of Wisconsin – Whitewater resides in a tiny community that lacks social service infrastructure, such as soup kitchens and shelters. Prior to the Wisconsin Partnership, the student volunteer organization, SOS (Students Organized for Service) involved students in community service, though without a tie to formal learning. Also, because admission to the College of Education required students to have logged hours of contact with youngsters and with people of diverse cultural backgrounds, student demand existed for service opportunities.

The Wisconsin Partnership initiated a service learning Implementation Team consisting of two staff members, four faculty members, a staff member from the two-year partner, the University of Wisconsin – Rock County, a staff member from the local K-12 school districts, and two university students from Students Organized for Service. At the outset of the grant period, only a handful of faculty members had heard of service learning. The team unrolled service learning workshops and a mini-grant program for university faculty in the second year. Three years into the project, the service learning staff person from student services was invited to the College of Education faculty retreat to present on the subject of service learning and several faculty members who had completed courses with service learning components gave individual presentations. Service learning has been implemented in creative writing, psychology, communications, biology, education, social work and counseling courses. A faculty training manual created for the Web is now available to all faculty.

Addendum: *Results of the Wisconsin Partnership, Site by Site*

A variety of interesting service opportunities ensued during the Partnership. The Excel Volunteer project, created by the team, pairs students as job coaches or "best buddies" with developmentally disabled adults for weekly contact. The "Adopt a School" program pairs University students with elementary students for one-on-one or small group interaction and academic assistance on a weekly basis. Through Students Organized For Service, a one-day immersion experience called "Into The City" brings students into the city of Milwaukee to perform service in soup kitchens and homeless shelters. This project has become an annual event, led by student leaders trained in service learning and participants not only perform service, but reflect upon the experience in a structured way, linking it to their learning.

During the partnership, the University paired with the county United Way to create a clearinghouse for service opportunities to meet the needs of AIDs patients, individuals with disabilities, senior citizens, animals, the homeless, and also environmental needs. The Clearinghouse for Community Service Opportunities now provides volunteer services to residents of Rock, Walworth and Jefferson County, Wisconsin.

Creation of infrastructure linking educational institutions at all levels has proved challenging. For example, staff turnover at the two year college partner, UW-Rock County, hindered progress. However, the Partnership engendered a strong, new connection between University and its local K-12 school district, resulting in new opportunities for University students to serve in the local schools and for the schools to gain the benefits of such service. Specifically, the Adopt-a-School tutoring program and the America Reads literacy program have brought hundreds of university students into contact with K-12 students. Furthermore, the implementation team has intentionally and carefully initiated partnerships with the City of Whitewater, numerous community based organizations, area clergy, and the United Way of Jefferson and Northern Walworth Counties in order to expand the culture of service at the University and beyond.

Ongoing support of service learning looks promising. The Partnership Implementation Team gained approval for including service learning in the definition of a student

services staff position, and added a permanent halftime graduate student position and eleven (11) student part-time positions to support service learning. In addition, a revenue source—Student Center Fees—has been identified to support ongoing service learning efforts. Requirements in individual departments reinforce the demand for service opportunities. The College of Business, in addition to the College of Education, now requires that students volunteer a minimum number of hours in order to graduate. In addition, programs in the College of Letters and Sciences, particularly in the Social Work and Psychology Departments, have developed service learning, both in their classrooms and in their student organizations.

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